CAREER& TECHNOLOGY STUDIES

CAREER TRANSITIONS

GUIDE TO STANDARDS AND IMPLEMENTATION

INTERIM 1994

Alberta

EDUCATION

CURRICULUM STANDARDS BRANCH

This document was prepared for:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Program/Level: Career and Technology Studies/Secondary

NOTE: Shaded areas within this document have been approved for optional implementation. Assessment conditions and criteria are in draft form and will be validated 1994–97.

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CAREER AND TECHNOLOGY STUDIES

PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future

- refine career-planning skills

- develop technology-related skills

- enhance employability skills

- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.

CAREERS

Personal Life

Work Life

N o w

F u t u r e
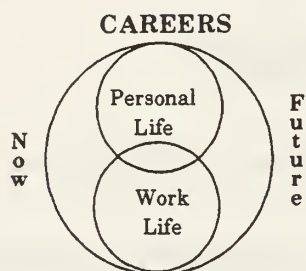
The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand

- the appropriate selection and skilled use of the tools or resources that are available

- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY

Manage-ment

Processes

Tools

P u r p o s e

O u t c o m e
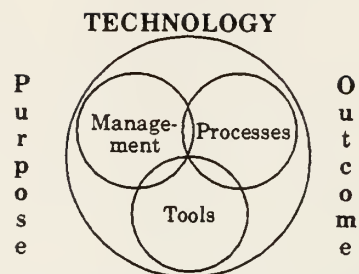
Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life

- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements

- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome

- develop personal management skills by:

  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)

  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)

  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)

- improve social interaction skills by:

  - demonstrating flexibility and cooperative work and communication behaviors (working with others)

  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)

  - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)

- demonstrate appropriate verbal, written, composition, summarization and presentation skills

- use basic computation and measurement principles accurately and efficiently.

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 21 strands that comprise the CTS program and the number of modules available in each strand.

	Strand	No. of Modules
1.	Agriculture	31
2.	Career Transitions	13
3.	Communication Technology	32
4.	*Community Health*	25★
5.	Construction Technologies	46
6.	*Cosmetology*	64★
7.	Design Studies	31
8.	*Electro-Technologies*	33★
9.	*Energy and Mines*	27★
10.	Enterprise and Innovation	8
11.	*Fabrication Studies*	39★
12.	*Fashion Studies*	37★
13.	Financial Management	15
14.	Foods	37
15.	Forestry	21
16.	Information Processing	43
17.	Legal Studies	13
18.	*Management and Marketing*	26★
19.	*Mechanics*	49★
20.	Tourism Studies	24
21.	Wildlife	17

★Estimate

Note: *As of September 1994, 13 of the 21 strands are available for optional implementation in Alberta junior and high schools. The remaining strands, indicated above in italics, will be phased in from September 1995 to September 1996. Provincial implementation of all strands is scheduled for September 1997.*
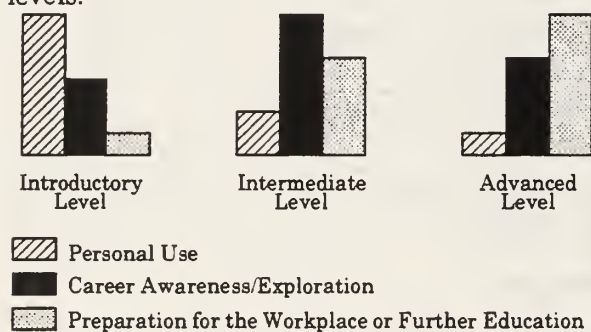
LEVELS OF ACHIEVEMENT

Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.

| Introductory Level | Intermediate Level | Advanced Level |

▨ Personal Use
■ Career Awareness/Exploration
▦ Preparation for the Workplace or Further Education

TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.
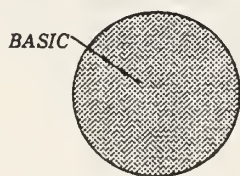
Basic Competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources

- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).
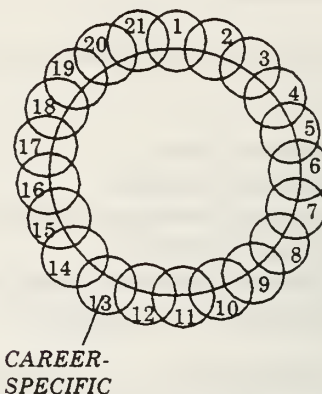
CAREER-SPECIFIC

Career-specific Competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 21 strands of CTS (numbers refer to the chart on page A.5):

CAREER-SPECIFIC

BASIC
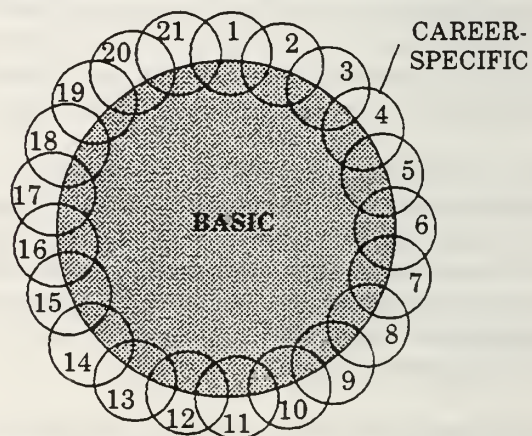
CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards in CTS define what students must know and be able do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

ASSESSMENT STANDARDS

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994–97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Career Transitions strand in the Career and Technology Studies program.

CAREER TRANSITIONS

STRAND RATIONALE

The Career Transitions strand focuses on helping students to see the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education.

Career Transitions has the potential to create some of the more meaningful educational experiences for today's high school students. It encourages integration across curricular areas and partnerships in which students, schools and businesses can work together toward common goals.

Each Career Transitions module encourages the development of independent thinking skills and decision making. As well, they encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses that are related to their career goals. Career Transitions helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can

provide accurate information about the training and pre-training requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of CTS, students in Career Transitions *will:*

- analyze the job market and societal trends and relate them to personal career plans

- explore selected occupations in depth

- demonstrate successful job search, acquisition and maintenance skills

- understand the concept of job termination

- develop acceptable work habits and positive attitudes toward work

- identify and discuss the expectations, rights and responsibilities of employers and employees

- recognize and develop safe workplace practices

- identify and understand legislation and regulations that govern employers and employees

- understand the relationships between the individual worker, the employer, organized labour and the government

- explore the relationship between education, training and career advancement

- develop and demonstrate project management behaviours

- make a smooth transition between schooling and the world of work.

STRAND ORGANIZATION

THEMES

The modules within this strand are identified in the following themes:

- Career Readiness
- Career Extensions.

Each group of thematic modules provides students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

Modules within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

Within the Career Extensions theme are project modules that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME

Job Preparation —— Job Maintenance

Preparing for Change

Career Readiness

- - - - - - - - - -

CTS Project 1A	CTS Project 2A	CTS Project 3A	
CTS Project 1B	CTS Project 2B	CTS Project 3B	Career Extensions
	CTS Project 2C	CTS Project 3C	
	CTS Project 2D	CTS Project 3D	
	CTS Project 2E	CTS Project 3E	
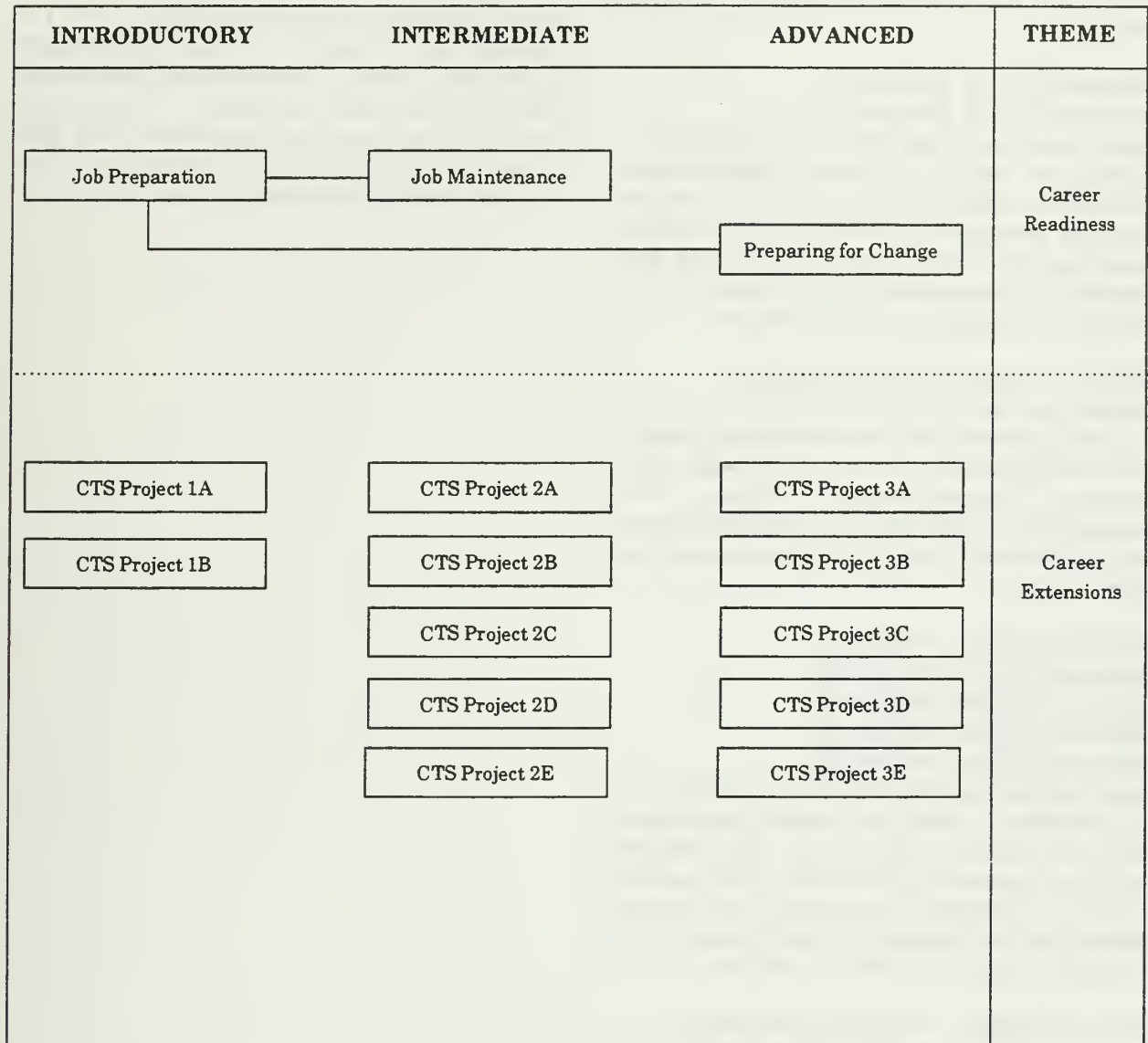
—— Prerequisite   - - - - Recommended prerequisite or corequisite

MODULE DESCRIPTIONS

Module CTR101: Job Preparation
Students develop successful employment search skills and a personal employment search portfolio.

Module CTR111: Project IA
Module CTR112: Project 1B
These project modules provide opportunities for students to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Module CTR201: Job Maintenance
Acquiring and maintaining employment requires knowledge of what employers value in their employees, as well as knowledge about personal expectations, rights and responsibilities. Students in this module become familiar with such workplace requirements and responsibilites.

Module CTR211: Project 2A
Module CTR212: Project 2B
Module CTR213: Project 2C
Module CTR214: Project 2D
Module CTR215: Project 2E
These project modules provide a student with opportunities to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Module CTR301: Preparing for Change
Students develop labour market knowledge and skills and analyze personal career plans.

Module CTR311: Project 3A
Module CTR312: Project 3B
Module CTR313: Project 3C
Module CTR314: Project 3D
Module CTR315: Project 3E
These modules provide a student with the opportunities to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to page C.3 of this Guide for recommendations regarding the Career Transitions strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 17 to 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two ore more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:
- prerequisite and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:
- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

Basic competencies are also developed throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to the Assessment Tools section of this Guide for the description of student behaviours expected at each of the three developmental levels defined for the basic competencies.

Assessment of basic competencies could include input and reflection from the student, teacher, peers and workplace supervisors. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

No mark would be assigned to the student's performance in the designated basic competencies, although a description of the level of performance should be included within the assessment of each module.

Assessing Student Achievement

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

The relative weighting, or emphasis, for each assessment standard has been established. The weighting is a guideline to help teachers determine a percentage grade for students.

Unless otherwise provided as part of an authorized resource, specific assessment tools should be developed by the student in consultation with the teacher. Some sample assessment tools are included in the Assessment Tools section of the Guide to Standards and Implementation available for each strand. Some guidelines for assessing student achievement in each theme are described below.

Career Readiness Module Assessment

Each of the three Career Readiness modules should assess the following components:

1. In-class component. The knowledge, skills and attitudes appropriate to preparing for the exploration of job and career opportunities.

2. Workplace component. The student's ability to appropriately apply competencies demonstrated in the in-class component.

The following chart provides a guideline for determining a grade for student achievement:

Proposed % Emphasis for Grading Purposes	Components	
	In-class Component	Workplace Component
Introductory Level	40–60	60–40
Intermediate Level	30–50	50–70
Advanced Level	20–30	70–80

Career Extension Module Assessment

Each module should assess the following components:

1. Specific competencies defined within the project.

2. Project management competencies.

The following chart outlines the increasing level of expectation for student performance as they access the CTS project modules. (To be developed.)

Phases	Intro. Level	Interm. Level	Adv. Level
Project Definition			
● Proposing	xxx	xxxx	xxxxx
● Planning	xx	xxx	xxxxx
Project Management			
● Implementing	x	xx	xxx
● Monitoring	xx	xxx	xxxx
Project Completion			
● Presenting	xx	xxx	xxxx
● Assessing	xx	xxx	xxxx

The following chart provides a guideline for determining a grade for student achievement.

Proposed % Emphasis for Grading Purposes	Elements of a Career Extension	
	Competencies Defined with the project	Competencies in project management
Introductory Level	70–80	20–30
Intermediate Level	60–70	30–40
Advanced Level	50–60	40–50

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Career Transitions strand. It is intended that these resources will form the basis

of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to the Learning Resources section of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

PLANNING FOR CAREER TRANSITIONS

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Career Transitions strand.

Selecting Modules

The scope and sequence chart, page B.5, provides an overview of the Career Transitions modules, indicating prerequisites and theme areas. Brief descriptions of the modules are on page B.6.

CTS modules within each theme provide opportunities for students to refine and enhance the competencies they are developing in one or more of the career-specific CTS strands through a specific application or project. These modules enable students to apply their learnings in a variety of contexts, allowing them to improve their level of competence through practice and application. Modules in this strand may be taken in isolation from other CTS strands, or in combination with modules in any strand. Suggestions about how these modules could be used to complement and enhance the competencies developed within a specific strand are outlined in the Guide to Standards and Implementation for each strand.

The Career Transitions modules shown in the Career Transitions scope and sequence chart may be offered by schools as a 3-credit course, or they may be grouped together with modules from other strands as 3-, 4-, 5-, or 6-credit courses.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with other programs.

Note that project modules from the Career Transitions strand may be combined with modules from other strands to provide increased opportunity for students to develop expertise and refine their competencies.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS

INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Career Transitions.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction and help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

MODULE CTR101:   JOB PREPARATION

Level: Introductory

Theme: Career Readiness

Prerequisite: None

Module Parameters: No specialized facilities or equipment required

Students develop successful employment search skills and a personal employment search portfolio.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
The student will:	*Assessment of student achievement will be based on:*	

• identify and develop knowledge, skills and attitudes that will enable him or her to conduct successful employment searches	• to checklist standards, completing the following:
	  – application form
	  – covering/introductory letter
	  – résumé
		40

• prepare a personal employment search portfolio	• given 10 examples of interview behaviours, identifying them as appropriate or inappropriate	10
	• to checklist standards, demonstrating appropriate interview skills	10
	• given 10 examples of work situations, identifying them as safe or unsafe	10
	• correctly identifying *all* the Workplace Hazardous Materials Information System (WHMIS) symbols	5
	• to checklist standards, describing the procedure to be followed when an accident occurs	5
	• answering correctly at least 25 out of 30 randomly generated questions dealing with: – Occupational Health and Safety, including WHMIS – Workers' Compensation – Employment Standards Code	20

• demonstrate effort to develop basic competencies.	• observations of individual effort and interpersonal interaction during the instructional period, emphasizing:
	  – managing learning
	  – acting ethically
	  – communication.
	
	Assessment Tools
	  Observation Checklist: Basic Competencies
		No mark

Concept	Specific Learner Expectations	Notes

Employability Skills	*The student should:*
	 • identify personal reasons for exploring career options
	 • develop a self-assessment profile based on personal interests, values, aptitudes and abilities
	 • define the terms:
	  – "job"
	  – "occupation"
	  – "career"
	 • select one or two occupations to explore
	 • compile the following information about each occupation:
	  – description of entry-level jobs
	  – entry-level skills required
	 • discuss the steps of an effective job search:
	  – getting ready
	  – finding suitable job leads
	  – marketing your skills
	  – dealing with job search disappointments
	  – wrapping up your job search
	 • examine several application forms and identify questions as appropriate or inappropriate according to human rights legislation
	 • complete and present the following:
	  – application form for a specific job
	  – covering/introductory letter
	  – current résumé
	 • identify the elements of a letter of recommendation and a letter of reference
	 • describe the importance and the purpose of a job interview
	 • provide appropriate responses to sample interview questions
	 • demonstrate the interviewing skills developed.	

Concept	Specific Learner Expectations	Notes

Expectations, Rights and Respons- ibilities	*The student should:*
	
	● list personal job expectations
	
	● identify Occupational Health and Safety requirements of selected jobs
	
	● understand "Workplace Hazardous Materials Information System":
	  – explain WHMIS
	  – identify WHMIS symbols and explain their meaning
	  – identify employer responsibilities regarding WHMIS
	  – identify employee responsibilities regarding WHMIS
	  – recognize availability of WHMIS certification
	
	● explain how the Employment Standards Code applies in the following areas:
	  – minimum wages
	  – hours of work and overtime
	  – hours of rest
	  – vacations and vacation pay
	  – holidays
	  – termination of employment
	  – employment of adolescents and young persons
	
	● identify and explain the key guidelines of the Alberta Work Experience Education policy
	
	● explain how Workers' Compensation applies to Alberta Work Experience Education students.	

Concept	Specific Learner Expectations	Notes
Transition	*The student should:* ● explain the role of secondary education as a transition to the world of work or to further education ● explain how the following are means of exploring careers: – job shadowing – mentoring – work study – work experience – cooperative education ● understand that exploration may be a positive or a negative experience ● identify the hidden job market ● identify the education and training requirements of selected entry-level jobs ● prepare and present an employment portfolio.	

MODULE CTR111: **PROJECT IA**
MODULE CTR112: **PROJECT 1B**

Level:	**Introductory**
Theme:	**Career Extensions**
Prerequisite:	**To be determined by teacher**
Module Parameters:	**To be determined by teacher**

These project modules provide opportunities for students to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
The student will:	*Assessment of student achievement will be based on:*	
• propose, manage and assess a project	• successful completion of project definition, management and completion as defined in *Assessment Tool (to be developed)* *CTR100 "Assessing Your Project"*	40–50
• meet goals as defined within the project plan	• successful attainment of the standards for achievement outlined within the project plan.	50–60
• demonstrate effort to develop basic competencies.	• observations of individual effort and interpersonal interaction during the instructional period, emphasizing: – managing learning. *Assessment Tools* *Observation Checklist: Basic Competencies*	No mark

Concept	Specific Learner Expectations	Notes*

Project Definition	*The student should:*
	● identify a project
	● prepare a project plan:
	  – clarify the purpose of the project
	  – define project deliverables
	  – specify project timelines
	  – define resource needs, e.g., materials, finances, support network
	● define assessment standards (indicators for success)
	● present project proposal
	● gain approval to proceed with the project.
		Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.)
		
		Presentation of project proposal could be print, verbal or audio visual.

Project Management	● proceed with the project as outlined by the project plan ● monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.

Project Presentation and Assessment	● present the project:
	  – outcomes attained
	  – relationship to goals set originally
	
	● assess the project:
	  – processes and strategies used
	  – recommendations for how the project could have been improved.
		Project presentation could be in print, a display of the product or a description of the processes undertaken.
		
		Student assessment could be print, verbal, and/or audio visual.

Refer to the Guide to Standards and Implementation for the particular strand for suggestions about how project modules could be used to complement and enhance the learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS

INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Career Transitions.

> Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

MODULE CTR201:   **JOB MAINTENANCE**

Level: **Intermediate**

Theme: **Career Readiness**

Prerequisite: **Job Preparation (CTR101)**

Module Parameters: **No specialized facilities or equipment required**

Acquiring and maintaining employment requires knowledge of what employers value in their employees, as well as knowledge about personal expectations, rights and responsibilities. Students in this module become familiar with such workplace requirements and responsibilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
The student will:	*Assessment of student achievement will be based:*	
• identify and develop knowledge, skills and attitudes that will enable him or her to be successful in acquiring and maintaining employment	• on a checklist, identifying personal strengths and weaknesses	20
	• comparing his or her personal strengths and weaknesses with a ranked checklist of the 42 qualities employers identified as most valued in entry-level employees	20
	• given 20 examples of work behaviours and attitudes, identifying them as positive or negative and explaining why	40

	• answering correctly at least 25 out of 30 randomly generated questions dealing with:
	  – Labour Employment Standards
	  – Occupational Health and Safety
	  – Apprenticeship Branch
	  – Career Development Centres
		20

• demonstrate effort to improve basic competencies.	• observations of individual effort and interpersonal interaction during the instructional period, emphasizing:
	  – managing learning
	  – acting ethically
	  – communication
	  – teamwork and leadership.
	
	Assessment Tools
	  Observation Checklist: Basic Competencies
		No mark

Concept	Specific Learner Expectations	Notes

Employability Skills	*The student should:*
	● identify the knowledge, skills and attitudes most valued by employers (in relation to a specific occupation):
	  – academic
	    ● communication skills
	    ● thinking skills
	    ● learning skills
	  – personal management skills
	    ● positive attitudes and behaviours
	    ● responsibility
	    ● adaptability
	  – teamwork skills
	    ● working with others
	● identify and assess personal skills and attitudes in relation to those most valued by employers.	

Expectations, Rights and Respons-ibilities	● describe an ideal work situation in relation to a selected occupation
	● develop strategies to deal with conflict in the workplace
	● identify and discuss possible reasons for job termination
	● explain the differences in the following types of job termination:
	  – quit
	  – resigned
	  – laid off
	  – fired
	  – voluntary severance
	● discuss "workplace ethics"
	● identify and list the services provided by:
	  – Labour Employment Standards Branch
	  – Occupational Health and Safety
	  – Workers' Compensation Branch
	  – Apprenticeship Branch
	  – Canada Employment Centres
	  – Alberta Career Development Centres
	● identify how the Employment Standards Code applies to:
	  – employee benefits
	  – maternity/paternity leave
	  – severance pay.	

Concept	Specific Learner Expectations	Notes
Transition	*The student should:* • identify transferable career skills that have been developed • identify employment opportunities within selected occupation(s) • identify possible career paths within a selected business or industry and present an overview of training and/or education required to advance in the various career paths.	

MODULE CTR211:	PROJECT 2A
MODULE CTR212:	PROJECT 2B
MODULE CTR213:	PROJECT 2C
MODULE CTR214:	PROJECT 2D
MODULE CTR215:	PROJECT 2E

Level:	Intermediate
Theme:	Career Extensions
Prerequisite:	To be determined by teacher
Module Parameters:	To be determined by teacher

These project modules provide a student with opportunities to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
The student will: • propose, manage and assess a project • meet goals as defined within the project plan • demonstrate effort to improve basic competencies.	*Assessment of student achievement will be based on:* • successful completion of project initiative, management and completion as defined in *Assessment Tools (to be developed)* *CTR200 "Assessing Your Project"* • successful attainment of the standards for achievement outlined within the project plan. • observations of individual effort and interpersonal interaction during the instructional period, emphasizing: – managing learning. *Assessment Tools* *Observation Checklist: Basic Competencies*	30–40 60–70 No mark

MODULE CTR211:   PROJECT 2A
MODULE CTR212:   PROJECT 2B
MODULE CTR213:   PROJECT 2C
MODULE CTR214:   PROJECT 2D
MODULE CTR215:   PROJECT 2E (continued)

Concept	Specific Learner Expectations	Notes*
Project Definition	*The student should:* ● identify a project ● outline related issues and implications ● prepare a project plan: 　– clarify the purposes of the project 　– define project deliverables 　– specify project timelines; e.g., key decision points, consultation points 　– define resource needs; e.g., materials, costs, support network ● identify and comply with all related health and safety standards ● define assessment standards (indicators for success) ● present project proposal ● obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to Guide to Standards and Implementation for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio visual.
Project Management	● proceed with the project as outlined by the project plan ● monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	● present the project: 　– outcomes attained 　– relationship to goals set originally ● assess the project: 　– processes and strategies used 　– recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio visual.

Refer to the Guide to Standards and Implementation for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS

ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

MODULE CTR301:   PREPARING FOR CHANGE

Level:	**Advanced**
Theme:	**Career Readiness**
Prerequisite:	**Job Preparation (CTR101)**
Module Parameters:	**No specialized facilities or equipment required**

Students develop labour market knowledge and skills and analyze personal career plans.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
The student will:	*Assessment of student achievement will be based on:*	
• analyze the role of government and labour unions in relation to employers and employees	• given a list of 10 employment-related issues, indicating whether they are federally, provincially or municipally regulated	20
	• answering correctly at least 15 out of 20 randomly chosen questions relating to unions and professional associations	10
• gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan	• verbally or in writing, listing five emerging employment patterns	20

	• to checklist standards, preparing and presenting a
	  – personal career plan
	  – current employment profile
		50

• demonstrate effort to refine basic competencies.	• observations of individual effort and interpersonal interaction during the instructional period, emphasizing:
	  – managing learning
	  – acting ethically
	  – communication
	  – teamwork and leadership.
		No mark

	Assessment Tools *Observation Checklist: Basic Competencies*	

Concept	Specific Learner Expectations	Notes
Employability Skills	*The student should:* • discuss the importance of networking in locating employment opportunities • update a personal résumé • complete and present a current personal employment portfolio.	

Concept	Specific Learner Expectations	Notes
Expectations, Rights and Respons- ibilities	*The student should:* • identify and discuss areas of federal, provincial and municipal regulation and control that affect selected businesses and industries • identify and describe the role of labour unions and professional associations for employees and employers • explain the concept of "labour negotiations" between employees and employers.	
Transition	• understand that changing jobs is a natural and essential step in pursuing career goals • discuss the employment patterns that are emerging in relation to: – number of employees – length of employment – location of workers – types of employment • identify and describe job retraining programs and further education/training opportunities within a selected occupation(s) • develop knowledge and skills to assist in determining when retraining or further education is most appropriate • identify and explain how societal factors may affect an occupation • identify and discuss some of the major changes that have or are occurring within selected occupation(s) • identify sources of current labour market information • analyze current labour market information and predictions to identify employment trends within a selected occupation(s) • prepare and present a personal career plan that includes a plan for job training and/or post-secondary education.	

MODULE CTR311:	PROJECT 3A
MODULE CTR312:	PROJECT 3B
MODULE CTR313:	PROJECT 3C
MODULE CTR314:	PROJECT 3D
MODULE CTR315:	PROJECT 3E

Level:	Advanced
Theme:	Career Extensions
Prerequisite:	To be determined by teacher
Module Parameters:	To be determined by teacher

These modules provide a student with the opportunities to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting (%)
The student will:	*Assessment of student achievement will be based on:*	
• propose, manage and assess a project	• successful completion of project initiative, management and completion as defined in	20–30
	Assessment Tools (to be develped) *CTR300 "Assessing Your Project"*	
• meet goals as defined within the project plan	• successful attainment of the standards for achievement outlined within the project plan.	70–80
• demonstrate effort to refine basic competencies.		No mark
	• observations of individual effort and interpersonal interaction during the instructional period, emphasizing: – managing learning.	
	Assessment Tools *Observation Checklist: Basic Competencies*	

MODULE CTR311:	PROJECT 3A
MODULE CTR312:	PROJECT 3B
MODULE CTR313:	PROJECT 3C
MODULE CTR314:	PROJECT 3D
MODULE CTR315:	PROJECT 3E (continued)

Concept	Specific Learner Expectations	Notes*
Project Definition	*The student should:* ● identify a project ● prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing ● identify and comply with all related health and safety standards ● define assessment standards (indicators for success) ● present project proposal ● obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to Guide to Standards and Implementation for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio visual.
Project Management	● proceed with the project as outlined with the project plan ● monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	● present the project: – outcomes attained – relationship to goals set originally ● assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio visual.

Refer to the Guide to Standards and Implementation for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.

CAREER TRANSITIONS

ASSESSMENT TOOLS

(Draft)

CAREER& TECHNOLOGY STUDIES

CAREER TRANSITIONS

LEARNING RESOURCE GUIDE

INTERIM 1994

MAY 1994

Alberta
EDUCATION
CURRICULUM STANDARDS BRANCH

Comments and suggestions are welcome and should be directed to:

OBSERVATION CHECKLIST: BASIC COMPETENCIES

The following basic competencies (KSA) are integrated throughout the CTS program. A student's performance and growth should be assessed through observations involving the student, the teacher, peers and others. As the student progresses through the levels, he or she builds on competencies gained in earlier levels.

	Basic Competency	Stage 1	Stage 2	Stage 3
		The student will:	*The student will:*	*The student will:*
P e r s o n a l M a n a g e m e n t	Managing Learning	☐ be able to identify/locate appropriate reference/ information sources ☐ identify and demonstrate a variety of learning skills and tools; e.g., learning styles/ preferences and strategies such as notemaking, concept mapping, etc.	☐ apply a variety of learning styles/preferences to enhance ability to acquire new information recall and apply knowledge	☐ draw and defend conclusions from available information ☐ extract rules or principles ☐ apply rules and principles to new situations
	Being Innovative	☐ recognize opportunities and problems ☐ specify goals and constraints ☐ generate alternatives ☐ consider risks ☐ evaluate and select best alternative	☐ think critically and act logically to evaluate situations, solve problems and make decisions	☐ combine ideas or information in new ways ☐ make connections between seemingly unrelated ideas ☐ prepare, validate and implement plans that reveal new possibilities
	Ethics	☐ identify appropriate ethical behaviour	☐ demonstrate appropriate ethical behaviour	☐ encourage and support others to demonstrate ethical behaviour
	Managing Resources	☐ allocate time effectively by selecting relevant, goal-related activities, ranking them in order of importance, allocating time, and preparing and following schedules.	☐ allocate materials and use facilities effectively by acquiring, storing, and distributing materials, supplies, parts, equipment, space, or final products in order to make best use of them.	☐ allocate human and other resources effectively by assessing knowledge and skills, distributing work and materials, evaluating performance and providing feedback.
S o c i a l I n t e r a c t i o n s	Communication	☐ prepare and effectively present accurate, concise written, visual and oral reports	☐ communicate thoughts, feelings, and ideas to justify or challenge a position by encouraging, persuading, convincing or otherwise motivating individuals or groups	☐ negotiate effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests
	Teamwork, Leadership and Service	☐ participate as an effective member of a team by working cooperatively with others and contributing ideas, suggestions and effort ☐ recognize and respect peoples' diversity and individual differences	☐ serve clients and customers effectively by listening carefully to understand their needs and by providing as much assistance as possible to satisfy their expectations	☐ lead when appropriate, mobilizing the group for high performance
	Demonstrating Responsibility (Safety and Accountability)	☐ demonstrate high standards in attendance and punctuality ☐ be trustworthy and honest in dealing with others ☐ follow safe procedures consistently and recognize and eliminate potential hazards.	☐ understand and evaluate the impact on self and the organization for breaking with organizational or societal values and regulations.	☐ work hard to excel at setting and meeting goals, doing tasks, setting high standards and paying attention to important details.

LINKAGES/TRANSITIONS

WITH OTHER CTS STRANDS AND OTHER SECONDARY PROGRAMS

Career Readiness Modules

The Career Readiness modules will support programs that involve students in a variety of off-campus education programs including work experience, cooperative education, work study, and the Registered Apprenticeship Program (RAP).

Linking the Career Readiness modules and the Work Experience 15, 25, 35 courses will strengthen the Work Experience program and provide an opportunity for students to apply the knowledge, skills and attitudes developed through the Career Readiness modules. CTR101, the introductory module, is a *required* component of the first work experience course a student enrolls in. The intermediate module (CTR201) and advanced module (CTR301) are *recommended* components of other work experience courses a student enrolls in.

Examples of possible module combinations include:

Career Readiness modules only:

Sample 1:
- CTR101
- CTR201
- CTR301

Sample 2:
- CTR101
- WE 15, 25 or 35 (75 hours)

- CTR101
- WE 15, 25 or 35 (125 hours)

Sample 3:
- CTR101
- CTR201
- WE 15, 25 or 35 (75 hours)

- CTR101
- CTR201
- WE 15, 25 or 35 (125 hours)

Sample 4:
- CTR201
- WE 25 or 35 (75 hours)

- CTR201
- WE 25 or 35 (125 hours)

Sample 5:
- CTR301
- WE 35 (75 hours)

- CTR301
- WE 35 (125 hours)

Sample 6:
- CTR101
- CTR201
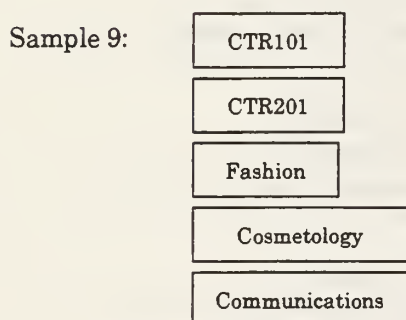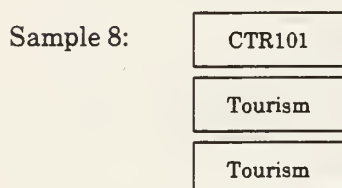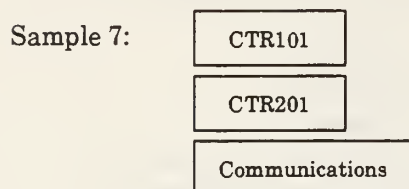- CTR301
- WE 15, 25 or 35 (75 hours)

- CTR101
- CTR201
- CTR301
- WE 15, 25 or 35 (125 hours)

Schools may also choose to offer one or more of the Career Transitions modules in combination with a 3-credit CALM course. The Career Transitions modules complement the career exploration portion of the CALM curriculum.

Career Readiness modules grouped with modules from other CTS strands:

Sample 7:
```
┌─────────────────┐
│ CTR101          │
└─────────────────┘
 ┌─────────────────┐
 │ CTR201          │
 └─────────────────┘
  ┌──────────────────┐
  │ Communications   │
  └──────────────────┘
```

Sample 8:
```
┌─────────────────┐
│ CTR101          │
└─────────────────┘
 ┌─────────────────┐
 │ Tourism         │
 └─────────────────┘
  ┌─────────────────┐
  │ Tourism         │
  └─────────────────┘
```

Sample 9:
```
┌─────────────────┐
│ CTR101          │
└─────────────────┘
 ┌─────────────────┐
 │ CTR201          │
 └─────────────────┘
  ┌─────────────────┐
  │ Fashion         │
  └─────────────────┘
   ┌──────────────────┐
   │ Cosmetology      │
   └──────────────────┘
    ┌──────────────────┐
    │ Communications   │
    └──────────────────┘
```

Career Extension Modules

Career Extension modules are project modules designed to provide students with opportunities to focus their learning by working more directly within the community and/or the workplace, and applying the competencies developed within the school environment in more real-life situations. Project modules should also provide students with the challenges of workplace expectations and interaction with the public and/or clients.

In addition, and as a framework for each project, the student builds expertise in project management, including:

Project Definition   (1) preparing a proposal
                          (2) planning

Project Management   (3) implementing
                          (4) monitoring

Project Completion   (5) presenting
                          (6) assessing the project.

Students also build confidence in their ability to manage resources efficiently and effectively and resolve problems and issues as they arise throughout the project. The levels of expectation for student management, communication and problem solving increase from introductory, to intermediate through advanced level project modules.

A maximum of ten Career Extension modules may be taken by a student. The learner expectations defined for each module must be unique and not duplicate any other approved curriculum.

Project modules may only be accessed through consultation and agreement between the teacher and the student. The agreement, which may be in the form of a contract, should define, in explicit terms, the nature and purpose of the project, the process to be used, the anticipated outcomes and the ways in which both the process and outcomes will be assessed. In addition, it should define:

● **What is Expected?**
  The student is expected to demonstrate a specified behaviour (processes or procedures) and/or produce a specified result or construct a specified product. The criteria or characteristics of the final process or product should be clearly defined and agreed upon prior to the initiation of the project module.

● **Who is Involved?**
  A project may be done individually or by a team. There may be a number of resource people who will assist the student(s) throughout the project.

● **What are the Timelines?**
  The time frame for each project module should be approximately 25 hours of concentrated effort. The time period from project initiation to project completion could be a few days or several months.

Each Career Extension module should challenge the students' ability and build on competencies related to the CTS program. The level of module accessed should relate to the CTS level of achievement (introductory, intermediate, or advanced) at which the student is working.

A student, as an independent worker or as a member of a team, will agree to assume substantial responsibility for the definition, management and successful completion of the project, particularly in the intermediate and advanced level project modules. (See Assessing Student Achievement on page C.1–C.2 of this Guide.)

TABLE OF CONTENTS

INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Career Transitions curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
    - basic learning resources
    - support learning resources
    - teaching resources

    Other Resources

- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS Network. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Career Transitions modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

<table>
<tr><td rowspan="3">Distributor
Code - see
Distributor
Directory</td><td colspan="2">Distributor
Code</td><td colspan="2">Resources</td><td colspan="3">Levels/Mod. No.</td><td>1 = Introductory
2 = Intermediate</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td>1</td><td>2</td><td>3</td><td>3 = Advanced</td></tr>
<tr><td colspan="2">ATEC</td><td>Author</td><td>Title</td><td>101</td><td>201</td><td>301</td><td>Indicates module
number</td></tr>
<tr><td colspan="2"></td><td colspan="2">Bibliographic Information</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td colspan="2">Annotation</td><td></td><td></td><td></td><td></td></tr>
</table>

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

    12360 - 142 Street
    Edmonton, Alberta
    T5L 4X9
    Telephone: 427-2767
    Fax: 422-9750

Purchase order numbers have been provided (where possible) for resources available through the LRDC. The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

    Learning Resources Unit
    Curriculum Standards Branch
    Alberta Education
    5th Floor, Devonian Building, East Tower
    11160 Jasper Avenue
    Edmonton, Alberta
    T5K 0L2
    Telephone: 422-4872
    Fax: 422-5129

CAREER TRANSITIONS AT A GLANCE

MODULE OVERVIEWS

Career Transitions is organized by modules, each of which is assigned a number based on the level. Introductory level modules are assigned series 100 numbers; intermediate level, series 200 numbers; and advanced modules, series 300 numbers. The module numbers are prefaced with CTR for Career Transitions, which differentiates Career Transitions modules from other Career and Technology Studies modules.

Below is a brief description of each module in Career Transitions.

Module CTR101: Job Preparation
Students develop successful employment search skills and a personal employment search portfolio.

Module CTR111: Project IA
Module CTR112: Project IB
These project modules provide opportunities for students to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Module CTR201: Job Maintenance
Acquiring and maintaining employment requires knowledge of what employers value in their employees, as well as knowledge about personal expectations, rights and responsibilities. Students in this module become familiar with such workplace requirements and responsibilities.

Module CTR211: Project 2A
Module CTR212: Project 2B
Module CTR213: Project 2C
Module CTR214: Project 2D
Module CTR215: Project 2E
These project modules provide a student with opportunities to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

Module CTR301: Preparing for Change
Students develop labour market knowledge and skills and analyze personal career plans.

Module CTR311: Project 3A
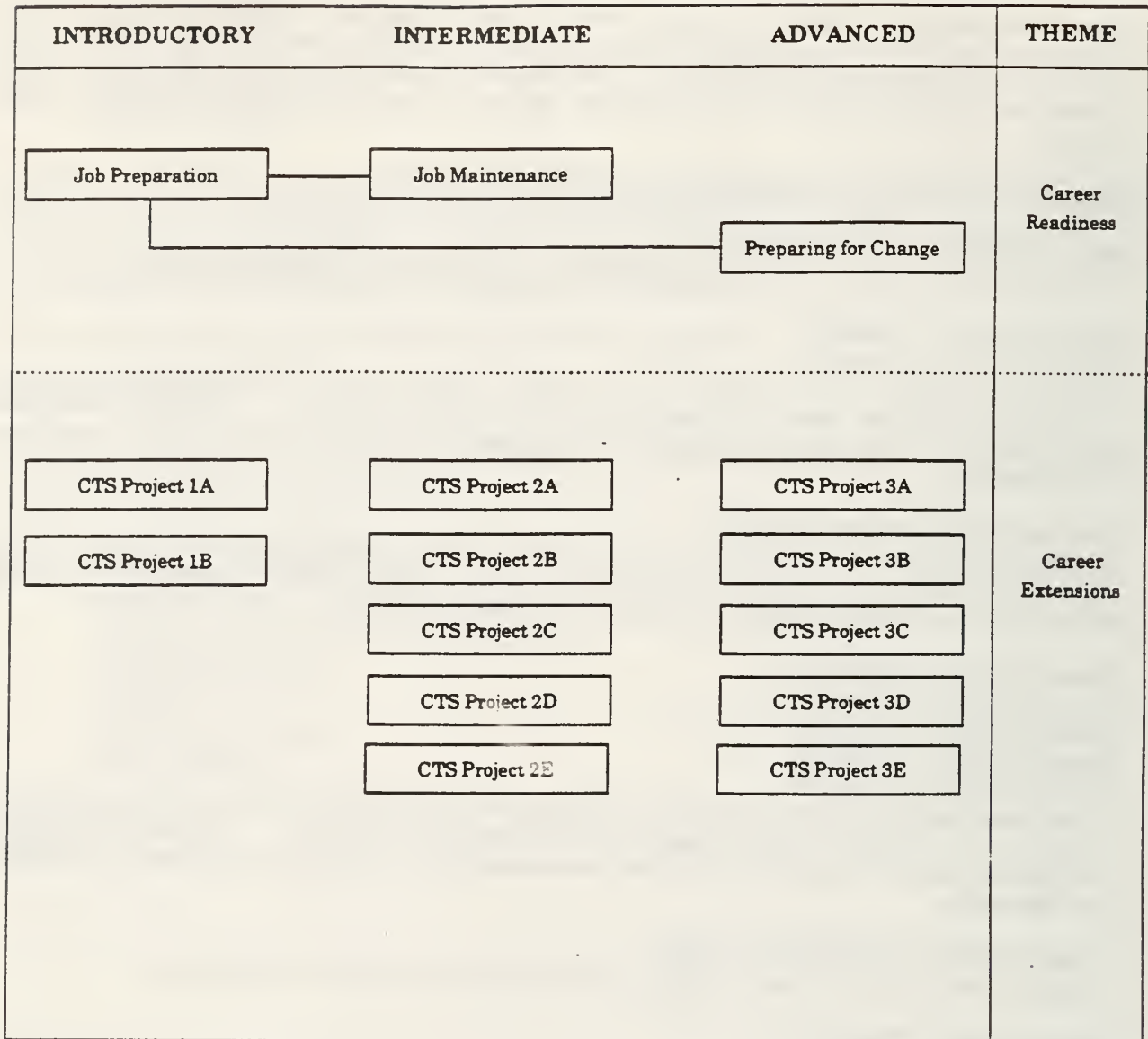**Module CTR312: Project 3B**
Module CTR313: Project 3C
Module CTR314: Project 3D
Module CTR315: Project 3E
These modules provide a student with the opportunities to apply and extend competencies developed in other CTS strands within contexts that are personally relevant. The specific timelines, deliverables/expectations and how projects will be assessed will be defined by the student in consultation with the teacher.

SCOPE AND SEQUENCE   CAREER TRANSITIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Job Preparation —— Job Maintenance		Preparing for Change	Career Readiness
CTS Project 1A	CTS Project 2A	CTS Project 3A	Career Extensions
CTS Project 1B	CTS Project 2B	CTS Project 3B	
	CTS Project 2C	CTS Project 3C	
	CTS Project 2D	CTS Project 3D	
	CTS Project 2E	CTS Project 3E	

—— Prerequisite   - - - - Recommended prerequisite or corequisite

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Career Transitions curriculum. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
ACC	ACCESS Network. *Making Ethical Decisions, The Ethics Jungle, Project Planning, Anatomy of a Plan, Go Figure, Portfolios, Innovation.* (Career and Technology Studies series.) Edmonton, Alberta: ACCESS Network, 1993-94. Videotapes. A series of 15-minute videotapes that are relevant in all CTS strands. The series will incude *Creativity, Responsibility, Teamwork and Professionalism.*			
LRDC	Brand, Margaret, and Ann Olney Sparkes. *Success in the Workplace: A Student Guide.* Mississauga, Ontario: Copp Clark Longman Ltd., 1990. Textbook. LRDC PO#272774-01. This resource provides a broad range of information about the workplace in general and the job search and job maintenance processes in particular. Twenty-five chapters are arranged under six themes: You and the World of Work; The Job Search; Success on the Job; Attitudes, Interpersonal Skills and Stress on the Job; Information for the Workplace; Creating Job Opportunities. The guide includes a useful chart that will enable students to compare job characteristics with their interests and abilities. Case studies, chapter summaries and activities are extensive. This resource may be best suited to students who enjoy reading and who appreciate detail.	101	201	301
LRDC	Campbell, Richard, Mary J. Thompson and Marilyn W. Dyck. *Working Today and Tomorrow.* (Canadian edition.) Toronto, Ontario: Irwin Publishing, 1990. This resource was originally customized to meet the needs of students in the Integrated Occupational Program. The text will, however, serve a broader range of students. The text is arranged into 12 chapters that provide information ranging from The Changing Nature of Work to helping students make decisions about career choices and paths. Full-colour plates, chapter review and application activities help to make this resource attractive to students.	101	201	301

Basic Learning Resources (Cont'd.)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	Misener, Judi, and Susan Kearns. *Expanding Your Horizons: A Career Guide.* Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1993. Textbook. LRDC PO#272899-01. Both the text and teacher's resource provide an activity-based approach to career planning and development. Sixteen chapters are divided into four themes: Planning You Career; Developing Your Career Skills; Quality of Work; Exploring the Workplace. The key message presented is that students should learn not only how to look, they should learn about work. References to Canadian legislation and regulations governing health and safety in the workplace are included.	101	201	301
LRDC	Winder, Linda, Sonja Stih and Jim O'Connor. *Transitions: A Practical Guide to the Workplace.* Don Mills, Ontario: Maxwell Macmillan Canada, 1989. Textbook. LRDC PO#272857-01. The 10 chapters that comprise the text are organized into four units: Work Today and Tomorrow; The World of Work; Living in the World of Work; The Changing World of Work. The text is easy to read and includes short case studies and numerous activities.	101	201	301

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Career Planner, The.* Edmonton, Alberta: Advanced Education and Career Development, 1993. LRDC PO#108036-02. Written in plain language at the Grade 6 level, this resource uses activities and exercises to guide individuals in their career plans. A step-by-step approach is used to help users to identify their skills, interests and values, what they would like to do, potential problems and suggestions on how to solve these problems. This resource may be suitable for students with limited language proficiency.	101	201	
LRDC	*Job Seekers' Handbook.* Edmonton, Alberta: Alberta Career Development and Employment, 1992. LRDC PO#107319-02. This resource provides a step-by-step action guide to finding a satisfying job. It will assist students in assessing their skills, interests, needs and values, job targeting and finding an appropriate job. Practical advice is offered on how to research jobs, tap the hidden job market, market oneself and carry out job-seeking procedures including completing application forms, writing resumes and participating in interviews.	101	201	
LRDC	Stull, William A., and Robert H. Zedlitz. *The Work Experience Planner.* (2nd edition.) Cincinnati, Ohio: South-Western Publishing Co., 1990. LRDC PO#274142-01. The resource presents work experience programs as beneficial learning experiences. While written primarily for a U.S. audience, the resource provides a broad range of job-oriented activities that effectively combines theory with practice. The content is presented in workbook format as 30 activities organized within six themes.	101	201	301

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	Bulmer L. *Success in the Workplace: A Student Guide.* Mississauga, Ontario: Copp Clark Longman Ltd., 1992. Teacher's manual. LRDC PO#273243-01 See Basic Learning Resources for annotation and module correlation.			
LRDC	Misener, Judi, and Susan Kearns. *Expanding Your Horizons: A Career Guide.* Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1994. Teacher's resource. LRDC PO#273516-01. See Basic Learning Resources for annotation and module correlation.			
LRDC	Winder, Linda, Sonja Stih and Jim O'Connor. *Transitions: A Practical Guide to the Workplace.* Don Mills, Ontario: Maxwell Macmillan Canada, 1992. Teacher's Resource Book. LRDC PO#272633-01. See Basic Learning Resources for annotation and module correlation.			

CAREER TRANSITIONS RESOURCES

THEME CODE:
A. Workplace Transitions
B. Leadership and Service
C. Career Applications
D. Safety

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teacher

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JUNIOR/SENIOR HIGH CODE:
J - Junior High
S - Senior High

SPECIAL FACILITIES	Format	Status	Junior/Senior High	1 A Job Preparation	2 A Job Maintenance	3 A Preparing for Change	1 B Leading by Example	2 B Taking the Lead	3 B Organizational Leadership
Career Planner, The	p	S	S	x	x				
Expanding Your Horizons (Text)	p	B	S	x	x	x			
Expanding Your Horizons (Teacher's Resource)	p	T	S	x	x	x			
Job Seekers' Handbook	p	S	S	x	x				
Success in the Workplace (Student Guide)	p	B	S	x	x	x			
Success in the Workplace (Teacher's Manual)	p	T	S	x	x	x			
Transitions (Student Text)	p	B	S	x	x	x			
Transitions (Teacher Resource Book)	p	T	S	x	x	x			
Work Experience Planner, The	p	S	S	x	x	x			

ADDITIONAL SOURCES

Available to Career Transitions teachers, both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community, government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources in the community to consider:

TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:
- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.
Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Sources section.

ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991

  This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988

  This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain,* 1987

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

Others

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990

  This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

OTHER GOVERNMENT SOURCES

ACCESS Network
ACCESS Network offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS Network audio and video library tapes copied.

ACCESS Network publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with teacher utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are *Making Ethical Decisions, The Ethics Jungle, Project Planning, Anatomy of a Plan, Go Figure, Portfolios, Innovation, Responsibility, Teamwork* and *Professionalism.*

The programs listed and accompanying support material can be obtained from:

ACCESS Network
3720 - 76 Avenue
Edmonton, Alberta
T5B 2N6
Telephone: 440-7777 (in Edmonton)
1-800-352-8293
(outside Edmonton)

Alberta Apprenticeship Program
For more information, contact the Alberta Advanced Education and Career Development office nearest you or call the Alberta Career Information Hotline. 1-800-661-3753 (toll-free) Edmonton: 422-4266

Alberta Health
Environmental Health Services
10030 - 107 Street
Edmonton, Alberta
T5J 3E4
Telephone: 427-2643

Alberta Health will issue a Certificate of Achievement in Food Sanitation and Hygiene to all successful applicants. The department also maintains a registry of certified food handlers.

Alberta Occupational Health and Safety
5th Floor, 10709 Jasper Avenue
Edmonton, Alberta
T5J 3N3
Telephone: 427-2320; 427-3530
Fax: 427-5698

Offices are also in Calgary, Edson, Fort McMurray, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer and Vermilion.

Alberta Tourism Education Council (ATEC)
12th Floor, Sterling Place
9940 - 106 Street
Edmonton, Alberta
T5K 2N2
Telephone: 422-0781
Fax: 422-3069

Community Health & Nutrition
Family Health Services
5th Floor, Seventh Street Plaza
10030 - 107 Street
Edmonton, Alberta
T5J 3E4

Health Canada
Publications
Public Affairs, Head Office
Brooke Claxton Building
de la Colombine
Tunney's Pasture
Ottawa, Ontario
K1A 0K9

Health Protection Branch
840, 9700 Jasper Avenue
Edmonton, Alberta
T5J 4C3
Telephone: 495-2626
Fax: 495-2624

Or

282, 220 - 4 Avenue SE
Calgary, Alberta
T2G 4X3
Telephone: 292-4650
Fax: 292-4644

Industry and Science Canada
Consumer Affairs
10225 -100 Avenue
Edmonton, Alberta
T5J 0A1
Telephone: 495-2485
Fax: 495-6451

Or

301, 510 - 12 Avenue SW
Calgary, Alberta
T2R 0H3
Telephone: 292-5604
Fax: 292-6175

National Film Board of Canada (NFB)
The NFB has numerous films and videotapes that may be suitable for Foods. The Alberta library is located at:

NFB Video and Film Service
Canada Place
120, 9700 Jasper Avenue
Edmonton, Alberta
T5J 4C3
Telephone: 495-3010
Fax: 495-5084

The western and northern Canada toll free number, excluding Edmonton:

1-800-267-7710

ACCESS Network and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

For a listing of NFB films and videotapes indexed by title, subject and director, consult the nearest NFB office. NFB has offices in Edmonton and Calgary. For further information, contact the Education Marketing Officer in either office.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, Alberta
T2G 2M2
Telephone: 260-2781

Resource Centres

Urban Resource Centres

Calgary Board of Education
Supervisor, Education Media
3610 - 9 Street SE
Calgary, Alberta
Telephone: 294-8540
Fax: 287-9739

Calgary Separate School Board
Supervisor, Instructional Materials
1000 - 5 Avenue SW
Calgary, Alberta
T2P 4T9
Telephone: 246-6663
Fax: 249-3054

County of Strathcona
Director, Learning Resource Service
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7

Edmonton Public School Board
Learning Resource Consultant
Centre for Education
One Kingsway Avenue
Edmonton, Alberta
T5H 4G9
Telephone: 429-8320
Fax: 429-8313

Lakeland School District No. 5460
Area Superintendent
Postal Bag 1001
6005 - 50 Avenue
Bonnyville, Alberta
T9N 2L4
Telephone: 826-3145
Fax: 826-4600

Medicine Hat School District No. 75
IMC Manager
601 - 1 Avenue SW
Medicine Hat, Alberta
T1A 4Y7
Telephone: 526-1323
Fax: 529-5339

Red Deer Public School Board
Coordinator of Instruction
4747 - 53 Street
Red Deer, Alberta
T4N 2E6
Telephone: 343-1405
Fax: 347-8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 - 84 Avenue
Edmonton, Alberta
T6E 2H3
Telephone: 439-7356
Fax: 433-0181

Regional Resource Centres

Zone 1
Zone 1 Regional Resource Centre
Film Supervisor
10020 - 101 Street
P.O. Box 6536
Peace River, Alberta
T8S 1S3
Telephone: 624-3187
Fax: 624-5941

Zones II and III
Central Alberta Media Services (CAMS)
Film Supervisor
182 Sioux Road
Sherwood Park, Alberta
T8A 3K5
Telephone: 464-5540
Fax: 467-5469

Zone IV
Alberta Central Regional Education Services
(ACRES)
Operations Manager
County of Lacombe
Parkland Regional Library Building
56 Avenue & 53 Street Corner
Box 3220
Lacombe, Alberta
T0C 1S0
Telephone: 782-5730
Fax: 782-5831

Zone V
South Central Alberta Resource Centre
(SCARC)
c/o County of Wheatland
435 B Hwy #1
Strathmore, Alberta
T1P 1J4
Telephone: 934-5028
Fax: 934-4889

Zone VI
Southern Alberta Learning Resource Centre
(SALRC)
Film Supervisor
Provincial Government Administration
Building
120, 909 Third Avenue N
Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: 320-7807
Fax: 320-7817

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone/Fax
ACC	ACCESS Network 3720 - 76 Avenue Edmonton, Alberta T6B 2N9	(403) 440-7777 Fax: 440-8899 1-800-352-8293
LRDC	Learning Resources Distributing Centre 12360 - 142 Street Edmonton, Alberta T5L 4X9	(403) 427-2767 Fax: 422-9750

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